

# **Landscape in Geography Education. An Analysis of the Curriculum Contents of Spanish Primary and Compulsory Secondary Education**

**Die Landschaft in der geographischen Bildung. Eine Analyse der Lehrplaninhalte der spanischen Primar- und Sekundarstufe**

**El paisaje en la enseñanza de la geografía: análisis de los contenidos curriculares de Educación Primaria y Educación Secundaria Obligatoria**

**Rubén Fernández Álvarez** ✉

**Zusammenfassung** Geographieunterricht in Spanien ist traditionell ein Teil der Lehrpläne in den verschiedenen Bildungsstufen. Eine der traditionellen Herangehensweisen des Lehr- und Lernprozesses dieser Disziplin war die Nutzung der Landschaft als Instrument und Hilfsmittel. Ziel dieser Arbeit ist es, die Lehrplandokumente der Primar- und Sekundarstufe zu analysieren, um die darin vorkommenden landschaftsbezogenen Inhalte zu quantifizieren und zu charakterisieren. Die Lehrplananalyse zielt auch darauf ab, die landschaftsbezogenen Inhalte zu analysieren und sie mit den Postulaten der Europäischen Landschaftskonvention (EPK) in Beziehung zu setzen, um festzustellen, ob es eine Übereinstimmung zwischen der schulischen Bildung (landschaftsbezogene Aspekte) und den in der Konvention vorgesehenen Postulaten gibt.

**Schlüsselwörter** Geographie, Landschaft, spanischer Lehrplan, Grundschulbildung, Sekundar-schulbildung

**Abstract** Geography is one of the traditional subjects included in the Spanish canon of mandatory subjects at different educational levels. Traditionally, teaching and learning in Geography used the concept of landscape as an assisting instrument and tool. This paper aims to analyze the curricular documents of primary and compulsory secondary education to explore quantitatively the share of landscape-related content. Furthermore, the analysis follows the objective to contrast the results obtained through curricular analysis with the postulates listed in the European Landscape Convention (ELC) to explore their implementation into Spanish formal education.

**Keywords** Geography, landscape, Spanish curricula, primary education, secondary education

**Resumen** La enseñanza de la geografía en España ha formado parte tradicionalmente de los planes de estudio que han ordenado las diferentes etapas educativas. Una de las formas tradicionales de acometer el proceso de enseñanza-aprendizaje de esta disciplina era a través de la utilización del paisaje como instrumento y herramienta de apoyo. Este trabajo pretende analizar los documentos curriculares de Educación Primaria y de Educación Secundaria para cuantificar y caracterizar los contenidos centrados en el paisaje que aparecen en ellos. El análisis curricular pretende, también, analizar los contenidos relacionados con el paisaje y relacionarlos con los postulados del Convenio Europeo del Paisaje (CEP) para identificar si existe concordancia entre la enseñanza obligatoria (aspectos centrados en el paisaje) y los postulados que emanan del Convenio.

**Palabras clave** geografía, paisaje, currículo español, educación primaria, educación secundaria

## 1. Geography and Landscape in Normative Documents and the European Landscape Convention in Historical Terms

### 1.1 Teaching Geography and the Spanish Educational Legislation

Geography has traditionally been part of the Spanish primary and secondary instructional plans and curricula (CAPEL & URTEAGA 1986; cf. Fig. 1). Consequently, a large number of generations of Spaniards received basic training in geographical matters, providing them with a knowledge base on the interaction between natural and human factors and its effects on territorial configurations (CAPEL, LUIS & URTEAGA 1984). Landscapes represent a visual expression of the territory (SANZ 2000), reason why they became a frequently used instrument or tool in the teaching-learning process of Geography as a school subject (MARTÍNEZ & ARREBOLA 2016). As SOUTO (2018, p. 6) argues,

"[a]mong teachers, there was an understanding of Geography as the sole school subject that aimed at describing the resources and landscapes of nation-states and other places."

The International Geographical Union (IGU) is one of the bodies that continuously worked to overcome Geography Education's national and descriptive paradigm (SOUTO 2018) and turn the school subject into an integrated Geography exploring the relations between the elements that make up a territory jointly with interculturality.

Over the decades, the concept of landscape morphed from an educational element in the first normative curricular documents to curricular content or a set of contents that students are expected to acquire (MARTÍNEZ & ARREBOLA 2016).

While the concept of landscape may look back on a rich history in school Geography, the implementation of the European Landscape Convention in Spain (ELC) in 2008 requires a major rethinking of its role in formal education. The Convention urges its ratifying countries to implement a series of landscape-related measures, including those related to the training and education of citizens in this topic area.

The current Spanish educational legislation (LOE-LOMCE) views the basic curriculum as the regulative instrument of the teaching-

learning process. Based on this basic curriculum (prescriptive level), each of the 16 Spanish autonomous communities may develop its own curricular document according to its singularities and intrinsic characteristics. Thus, the curricular context, in the reading of MOYA and LUENGO (2010), follows an adaptive cascade system in which the higher-order prescriptions receive further details and contextualization at regional level.

Currently, the bodies responsible for the content of Geography as a school discipline are, at the national scale, the Ministry of Education and Vocational Training and, at the regional scale, management bodies of the 16 Spanish autonomous communities. Subsequently, schools and teachers implement the curricular prescriptions by defining details, such as teaching methods or time resources (MOYA & LUENGO 2010). Thus, despite the curricular framework prescribing the overall geographical content, in general, and landscape, in particular, it is the teachers who make the last decision on the teaching-learning process taking into account their students' skills and capabilities (SOUTO 2014).

The present study focusses on the ways curricular documents entail landscape-related elements instead of exploring how the teaching-learning process in Geography classrooms addresses the content dedicated to landscapes.

### 1.2 The European Landscape Convention and Landscape-Related Education

The European Landscape Convention (ELC) was adopted by the Committee of Ministers of the Council of Europe in July 2000, although it was not until October of the same year that the member states ratified it (DEJEANT-PONS 2017). However, the ELC only went into force in March 2004 along with an international document granting the landscape legal powers (ORTEGA DELGADO 2007; NOGUÉ, PUIGBERT, SALA & BRETCHA 2010). As a normative instrument, its aims are to define measures targeting the formation, management, spatial planning, and protection of landscapes (DEJEANT-PONS 2017).

and to establish networks of scientific transfer, exchange, and experiences in landscapes handling (ZOIDO 2004).

The ELC, a document focusing solely on landscape, consists of a preamble and four chapters structured in 18 articles (DEJEANT-PONS 2017). Starting with the preamble, the ELC highlights the remarkable relevance of landscape to society, its well-being, cultural and socio-economic development, but also as an element that contributes to shaping territorial identities (COUNCIL OF EUROPE 2000). In short, the ELC is an instrument that constructs the management and organization of landscapes on the needs of the landscape itself,

the territory in which it is located, and the population that not only lives in it but also continues to shape it. ELC's first article provides an integrative definition of landscapes including all sorts of landscapes, regardless of their virtues and singularities (FERNÁNDEZ 2015; OLIVA & ISO 2014; SERRANO 2007; MATA 2006, 2004; ZOIDO 2000):

"Landscape means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors" (COUNCIL OF EUROPE 2000, p. 3).

In addition to all the positive aspects concerning landscape management, the ELC explicitly dedicates one of its sections to education and

Regulatory or legislative document	Title of the subject in which Geography is incorporated	Compulsory	Educational level	Description	Validity
Spanish Constitution of 1812	No references	-	-	The Constitution together with a series of normative documents and projects lay the foundations of the country's educational system (ESCOLANO 2002).	-
Law on Public Instruction of 9 September 1857 (Moyano Law)	Rudiments of History and Geography, especially of Spain	yes	First Higher Education	First regulation of the education system (MONTERO 2009). In this first law, Geography was not part of compulsory education; it was incorporated into higher levels.	1857-1945
	Elements of Geography	yes	First period of Second Higher Education		1857-1945
	Extending the elements of Geography	yes	Second period of Second Higher Education		1857-1901
Royal Decree of 18 August 1901 on Secondary Education (Romanones Decree)	General & European Geography	yes	Baccalaureate (first year)	The two new Geography subjects replace the former subject Expansion of the Elements of Geography, while Elements of Geography is maintained for the first period.	1901-1938
	Special Geography of Spain	yes	Baccalaureate (second year)		1901-1938
Law of 20 September 1938 on the reform of secondary education	Geography and History of Spain	yes	Baccalaureate (first year)	Incorporation of Universal Geography alternating with knowledge of Spanish Geography.	1938-1953
	Extension of Geography and History of Spain	yes	Baccalaureate (second year)		1938-1953
	Notions of Universal Geography and History	yes	Baccalaureate (third year)		1938-1953
	Extension of Universal Geography and History	yes	Baccalaureate (fourth year)		1938-1953
	Extension of Spanish History and Geography	yes	Baccalaureate (fifth year)		1938-1953
Law of 17 July 1945 on Primary Education	Formative knowledge: formation of the national spirit	yes	Elementary Education	This includes Geography and History, particularly of Spain.	1945-1970
		yes	Advanced Training Period		1945-1970

**Fig. 1.** Geography's place in the normative documents (Source: author)

Regulatory or legislative document	Title of the subject in which Geography is incorporated	Compulsory	Educational level	Description	Validity
Law of 26 February 1953 on the Organization of Secondary Education	Geography & History	yes	Elemental Baccalaureate (first year)	Not taught in the Higher Baccalaureate	1953-1970
		yes	Elemental Baccalaureate (second year)		1953-1970
		yes	Elemental Baccalaureate (third year)		1953-1970
		yes	Elemental Baccalaureate (fourth year)		1953-1970
Law 14/1970 of 4 August 1970 on General Education and the Financing of Educational Reform	Area of Expertise: social area option	yes	First stage of general basic education	Educational reform that attempts to homogenize and formalize the educational system (ESCOLANO 2002; PÉREZ-DÍAZ & RODRÍGUEZ 2003). Landscape appears for the first time explicitly as a teaching tool (CAPEL ET AL. 1984). Geography content goes from being treated in a descriptive to an interpretative way (DE MIGUEL 2012).	1970-1990
	Area of Expertise: social and cultural area option	yes	Second stage of general basic education		1970-1990
	Geography & History	yes	Baccalaureate		1970-1990
Organic Law 1/1990. of 3 October 1990. on the General Organization of the Education System	Knowledge of the natural. social. and cultural environment	yes	Primary	The curricula developed since the LOGSE include a block dedicated to landscape in Primary Education. In Compulsory Secondary Education. landscape is interpreted as the result of the relationship between anthropic and natural factors.	1990-2002
	Social Sciences. Geography and History	yes	Compulsory Secondary Education		1990-2002
Organic Law 10/2002 of 23 December 2002 on the Quality of Education	Science. Geography. and History	yes	Primary	In both stages. landscape remains among the compulsory contents. although for primary education the LOCE was not established (DE MIGUEL 2014).	2002-2006
	Geography & History	yes	Compulsory Secondary Education		2002-2006
Organic Law 2/2006 of 3 May 2006 on Education	Knowledge of the Natural. Social. and Cultural Environment	yes	Primary	Although Geography is part of the 4 years of Compulsory Secondary Education. strictly geographical content is only being dealt with in the first 3 years (BUZO 2013). Landscape content in Primary Education focuses on the interaction of natural and human factors. In Compulsory Secondary Education. the diversity of landscapes is studied.	2006-2013
	Social Sciences. Geography. and History	yes	Compulsory Secondary Education		2006-2013
Organic Law 8/2013 of 9 December 2013 for the improvement of the quality of education	Social Sciences	yes	Primary	There are no significant differences compared to the previous law (DE MIGUEL 2016).	2013-
	History & Geography	yes	Compulsory Secondary Education		2013-

**Fig. 1.** Geography's place in the normative documents (Source: author)

training in landscape matters. In addition, the document also features several implicit references discussing landscapes and education.

The most relevant references are part of Chapter II (National Measures), Article 6 (Specific measures) (cf. Fig. 2).

Headings of ELC's Article 6	A. Awareness-raising	B. Training & education	C. Identification & assessment
Headings of ELC's Article 6	Increase public awareness of landscape issues	Training specialists	Landscape identification
		Training in landscape management programs	Analysis of the characteristics
		School education	Follow-up of developments.
			Qualification

**Fig. 2.** ELC's Article 6 (Source: author, based on the ELC)

Article 6 (Fig. 2) consists of three large blocks that, although with different claims, are all focused on landscape-related education. The proposal ranges from sensitization to landscape-related education to developing awareness among the population (CALCAGNO 2017). The second heading (Training and Education) seems to be crucial, as it addresses three aspects that may later prove to be of key importance for the development of landscape management and planning policies and initiatives. The first aspect covers the training of specialists who will be responsible for analyzing and determining the landscapes' needs. The second aspect entails details on training in territorial and landscape management policies and targets professionals from the public and private sector. Training is required both in landscape-related content and policy-making regulating the landscapes and their use. Finally, the third aspect turns to course development

for primary, secondary, and tertiary education with the aim of training the population to acquire values related to the landscape and its regulation. In essence, training should equip citizens with a knowledge base on landscape matters required to identify and characterize landscape. With this knowledge, citizens should be capable of participating in the decision-making processes concerning landscape management and, if necessary, protection (cf. C. Identification and qualification, COUNCIL OF EUROPE 2000, p. 4). Increasing the population's participation throughout this process facilitates responsible citizenship. Active citizens are expected to exercise a greater control over the management authorities and the evolution of the landscape, taking charge of protecting and preserving its uniqueness (FERNÁNDEZ 2008; MUÑOZ 2008; NOGUÉ 2006; ZOIDO 2004; CORNWALL 2002).

## 2. The Landscape Tradition in Spanish Geography

Spanish Geography traditionally studied and analyzed landscapes. Consequently, Geography's historical development in Spain exhibits strong ties to the concept of landscape (MARTÍNEZ DE PISÓN 2008). Oscillating between aesthetics and wonder, human beings veiled landscapes in subjectivity, as has geographical research (ORTEGA 2007, 2008).

The eighteenth century brought about modern perspectives on landscapes (ORTEGA 2007) by linking academic perspectives with matters of perception and emotion (MARTÍNEZ DE PISÓN 2008; ORTEGA 2008) based on the Work of Rousseau and Saussure (ORTEGA 2007). Humboldt's scholarship paved the road

for both a modern Geography and a scientific analysis of landscapes and their constituents (ORTEGA 2008). Humboldt and Ritter viewed the landscape as an instrument that mirrored the interrelations between geographical factors (MARTÍNEZ DE PISÓN 2007). Subsequently, landscape-related scholarship in Spanish Geography followed the French tradition of Vidal de la Blache, Passarge, and Betrand (MARTÍNEZ DE PISÓN 2008).

The year 1876 marked the establishment of Francisco Giner de los Ríos' *Institución Libre de Enseñanza* that not only enhanced educational reform but also contributed to Spain's overall development and modernization

(ORTEGA 2007). Following Humboldt's guidelines, the *Institución Libre de Enseñanza* prescribed field trips and an increased approach to the environment as Geography's basic methods. Thereby, it approached the concept of landscape from the perspective of its constituting elements and evolutionary dynamics (ORTEGA 2007). Concurrently, this approach also fostered the development of national identity by tying landscape elements to the population's features (GÓMEZ 2007).

The *Institución Libre de Enseñanza* closed in 1936 leaving behind a rich heritage entailing a distinctive educational reform and the sprouts of Spanish geographical schools on landscape. The emerging geographical research in differ-

ent Geography departments across Spain focused on landscapes following the French model and the heritage of the *Institución Libre de Enseñanza*. Scholarly work primarily focused on the systematic analysis of landscapes based on their structural elements and possible evolutionary patterns. Some of the most illustrious representatives of landscape-related research in Spain are Manuel de Terán (University of Madrid), Ángel Cabo, Valentín Cabero, and Juan Ignacio Plaza (University of Salamanca), Eduardo Martínez de Pisón, Josefina Gómez, Nicolas Ortega, and Rafael Mata (Universidad Autónoma de Madrid), Florencio Zoido (Centro de Estudios Paisaje y Territorio), or Joan Nogué (Observatorio del Paisaje de Cataluña).

### 3. Objectives, Methods, and Sample

#### 3.1 Objectives

This paper follows two main objectives. On the one hand, it aims to explore the landscape-related content featured in the curricular documents for primary and compulsory secondary education. On the other hand, the paper's ambition is to juxtapose the curricular contents of both primary and compulsory secondary education with the requirements formulated in the ELC. Three specific aims complement the above-mentioned two main objectives:

- (1) Exploring the variability of landscape-related contents across the Spanish autonomous communities.
- (2) Identifying the interconnectedness of primary and compulsory secondary education concerning the evolution in time of landscape-related content.
- (3) Analyze the links to landscape-related education and training as outlined in the ELC.

#### 3.2 Method and Sample

Qualitative document analysis served to achieve the research objectives (PÉREZ, GALÁN & QUINTANAL 2012; MASSOT, DORIO & SABARIEGO 2004). In-vivo coding of curricular documents enabled the establishment of thematic categories (PÉREZ ET AL. 2012).

The sample consisted of the following 18 documents focused on primary and another 18 documents representing compulsory secondary education (cf. Fig. 3):

- (1) Royal Decree 126/28.02.2014 containing the basic curriculum for primary education
- (2) Documents entailing curricular requirements for primary education for the Spanish autonomous communities
- (3) Royal Decree 1.105/26.12.2014 containing the basic curriculum for lower and upper secondary education
- (4) Documents entailing curricular requirements for compulsory secondary education for the Spanish autonomous communities.

The same sample consisting of 36 documents served to map the interconnectedness between the content of the normative curricular documents and the information on landscape-related education and training entailed in the ELC.

The development of thematic categories rested on two principles, namely on the principles of the ELC, as it is a normative document offering basic guidelines focused on landscape treatment, and on the contents of the core curricula for primary and compulsory secondary education. Following the analysis of the three documents, a first category system containing the following categories took shape: concept or definition of landscape; landscape identification; landscape conservation; evolution and interaction of landscape elements (transformations).

The subsequent step focused on the validation of the category system. Experts in landscape and in Geography teaching reviewed the categories and made suggestions that led



to two main alterations of the category system. On the one hand, experts suggested the addition of a new category called diversity of landscapes. On the other hand, feedback also suggested dividing landscape identification into the two sub-categories natural landscapes and anthropic landscapes.

Following this first validation, two scholars applied the amended category system to the basic curriculum for the Spanish primary education in the Autonomous Community of the Canary Islands (Royal Decree 89/01.08.2014) to validate the category system. In the aftermath of this second validation, the term management was added to the name of the landscape conservation category, leading to the new category name landscape management and conservation. The necessity of this addition originates from the habitual joint mentioning of the two concepts management and conservation on curricular documents, as exemplified by the primary curriculum for Aragon:

"Respect, protection, and improvement of the landscape" (Block 2: The world in which we live; BOA 2014, p. 19.386);

"Explain what a landscape is and identify its main constituent elements, assess its diversity in Aragon, Spain, and Europe, as well as the importance of protecting, caring for, and respecting it for future generations" (Block 2: The world in which we live; BOA 2014, p. 19.426).

The final category system entailed six categories: landscape concept; diversity of land-

scapes; natural landscapes; anthropic landscapes; landscape management and conservation; evolution and interaction of landscape elements (transformation).

The following methodological step (Fig. 3) entailed the analysis of the primary education curricular documents including the basic curriculum for the Spanish primary education (Royal Decree 126/28.02.2014) and the regional curricula of the autonomous communities. Once the mentioning of different landscape types was counted, a comparative analysis of the national and regional curricula identified the extent to which autonomous communities added landscape-related content.

The analytical process then turned to the curricular documents in place for the compulsory secondary education, namely the basic curriculum for the lower and upper secondary education (Royal Decree 1.105/26.12.2014) and the Decrees or Autonomous Standards defining the autonomous communities' content. Similar to the previous step, the aim of this methodological step was to determine the extent to which the autonomous communities added landscape-related content to the prescriptions of the national basic curriculum. In addition, the analytical step aimed at identifying the autonomous communities with the richest content on landscapes.

Once the analysis of the entire sample was completed, a comparative step contrasted the primary and secondary subsamples to identify continuities across the two educational levels. In sum, the established methodology allowed to

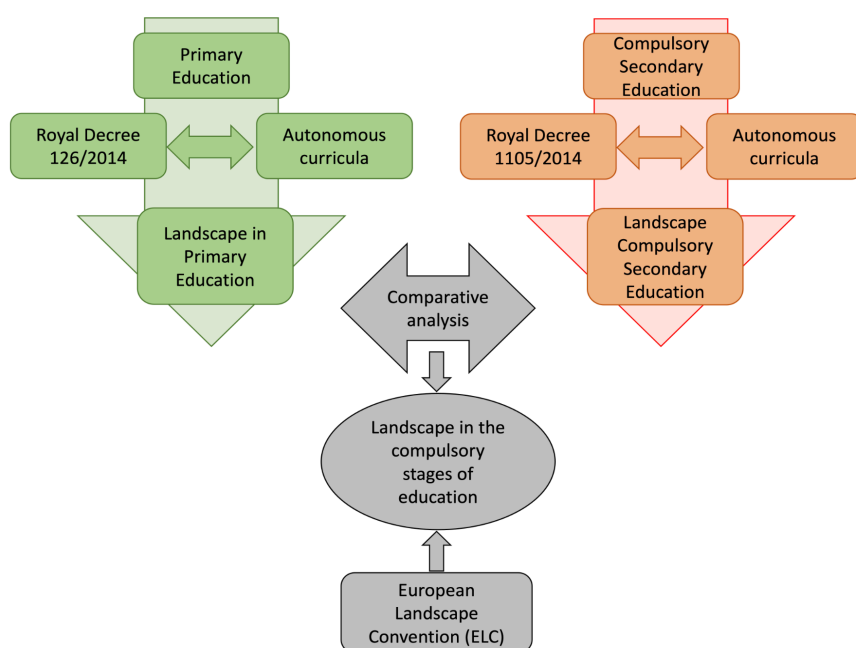


Fig. 3. Methodological steps (Source: author)

asses both quantitatively and qualitatively the presence of landscape in the Spanish normative curricular documents for compulsory education.

The next analytical phase linked the curricular documents to the ELC to explore the degree to which the ELC's landscape education

and training is encountered in curricular documents. The finality of this exercise was to reach common recommendations concerning the landscape for the formal education of the countries that ratified the ELC.

## 4. Landscape in Spanish Primary Education

Competency-oriented learning grants students access to a comprehensive education and allows them to develop their personality. The competencies defined in the basic curriculum for primary education (Royal Decree 126/28.02.2014) are as follows: linguistic communication; mathematical competence and core competencies in science and technology; digital competence; learning to learn; social and civic competencies; sense of initiative and entrepreneurship; cultural awareness and expression. GARCÍA (2008, p. 317) argues that curricular competencies "[...] are intended to integrate formal and informal forms of learning in order to apply the acquired knowledge in different contexts".

For students to develop the seven key competencies, cross-curricular and multidisciplinary teaching is required to enable them to learn how to apply their knowledge. Consequently, the landscape is a content element that allows the application of active methodologies in the teaching-learning process in which multidisciplinary is the main factor (FERNÁNDEZ 2019a; MARTÍNEZ & ARREBOLA 2016; LICERAS 2003). The concept helps students to understand the human-environment relationship in territorial configuration and to discern the landscape diversity that can arise from it (CALCAGNO 2017; GUITIÁN 1999). Likewise, the landscape can be a starting point to activate students' prior knowledge and, based on their own experiences, build on them the new aspects that they must learn (MARTÍNEZ & ARREBOLA 2016). That is, the landscape can contribute to the process of Geography teaching in an active way, either as part of the content, or through its use as an instrument or tool at the service of the teaching process.

### 4.1 Landscape in the Primary Education Basic Curriculum

In primary education, the landscape is mainly part of the contents of Social Sciences and may be incorporated into artistic or linguistic

subjects. The four relevant content areas are common contents, *The world we live in*, *Living in society*, and *The traces of time*. It is particularly the content area *The world we live in* that concentrates landscape-related content.

The subject Social Sciences prescribes landscapes as mandatory content. Students are required to identify, characterize, and explain the structure of landscapes: "The elements of a landscape (relief, climate, hydrography...) will be identified and the main natural means and their location will be described and characterized" (BOE 2014, p. 19.372).

This first reference shows the importance of the physical elements of the environment as a structuring part of the landscape. The anthropic elements in the landscape configuration are not, a priori, taken into account.

It is not until Block 2 (*The world we live in*) that content explicitly entailing the term landscape emerges. Of the 23 content elements constituting Block 2, only two, namely *The geographical diversity of the landscapes of Spain: relief and hydrography* and *The geographical diversity of Europe's landscapes: relief, climates and hydrography* focus on landscape.

In both cases, the physical component of the territory is fundamental, especially the relief and hydrography. Students working with these two content elements are required to explain what a landscape is and identify its main constituent elements. In sum, standards prescribe students to have acquired the ability to define a landscape, identify its elements, and explain the characteristics of the main landscapes of Spain and Europe, assessing their diversity.

### 4.2 Landscape in the Regional Primary Curricula of the Autonomous Communities

Starting from the basic curriculum, each Spanish autonomous community may add curricular elements expressing its particularities and uniqueness. Focusing on Social Sciences, the



present study explored the landscape-related content in Geography.

Concerning the amount of landscape-related content, there is a marked imbalance between the different autonomous communities. The most significant contrast is between Aragon (36 content elements) and the Com-

munity of Madrid (6 content elements) (see Fig. 4), with an average of 16 landscape-related content elements. The noticeable amplitude expresses the wide variability between the different autonomous communities concerning the number but not the content of landscape-related elements.

Region	Landscape concept	Diversity of landscapes	Natural landscape	Anthropic landscape	Conservation/Management	Evaluation/Interaction	Total
Andalusia	1.00	4.00	2.00	1.00	0.00	0.00	<b>8.00</b>
Aragon	1.00	13.00	13.00	4.00	4.00	1.00	<b>36.00</b>
Canary Islands	1.00	5.00	5.00	3.00	1.00	1.00	<b>16.00</b>
Cantabria	1.00	3.00	2.00	2.00	1.00	0.00	<b>9.00</b>
Castille & Leon	1.00	4.00	4.00	3.00	0.00	0.00	<b>12.00</b>
Castille-La Mancha	1.00	4.00	8.00	2.00	2.00	0.00	<b>17.00</b>
Catalonia	1.00	2.00	3.00	4.00	0.00	11.00	<b>21.00</b>
Madrid	1.00	1.00	2.00	2.00	0.00	0.00	<b>6.00</b>
Navarre	1.00	8.00	4.00	2.00	2.00	0.00	<b>17.00</b>
Valencia	1.00	4.00	2.00	3.00	0.00	0.00	<b>10.00</b>
Extremadura	1.00	6.00	6.00	1.00	0.00	0.00	<b>14.00</b>
Galicia	2.00	10.00	11.00	6.00	1.00	0.00	<b>30.00</b>
Balearic Islands	1.00	9.00	9.00	0.00	0.00	0.00	<b>19.00</b>
La Rioja	1.00	2.00	4.00	2.00	1.00	0.00	<b>10.00</b>
Basque Country	1.00	6.00	2.00	3.00	0.00	0.00	<b>12.00</b>
Asturias	1.00	5.00	6.00	4.00	1.00	1.00	<b>18.00</b>
Murcia	1.00	2.00	8.00	6.00	0.00	0.00	<b>17.00</b>
<b>Total</b>	<b>18.00</b>	<b>88.00</b>	<b>91.00</b>	<b>48.00</b>	<b>13.00</b>	<b>14.00</b>	<b>272.00</b>

**Fig. 4.** Landscape-related content in primary curricula by autonomous community and content category (Source: author)

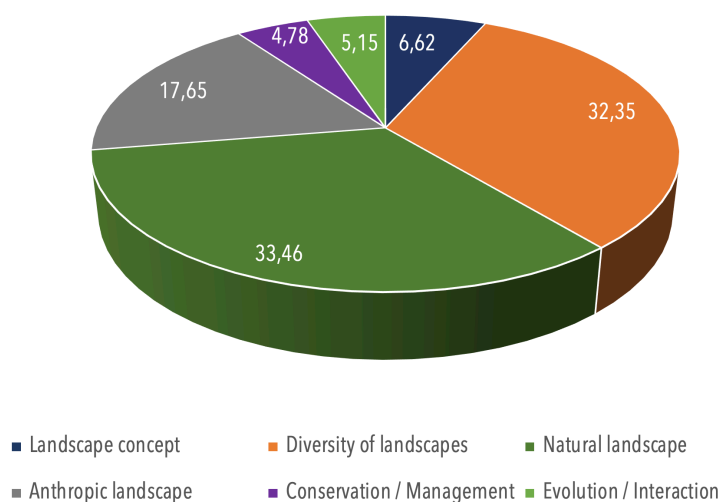
The autonomous communities that entail more landscape-related content are expected to deal more extensively with the concept of landscape in Geography classrooms using it as an instrument to explore territorial diversity in regional contexts.

The autonomous communities also exhibited a variability concerning the distribution of landscape-related content according to the

thematic analytical categories (Fig. 4). With 33.5 per cent of the 272 landscape-related content elements, the physical environment accounts for the highest share (see Fig. 5).

The categories evolution/interaction (5.1%) and conservation/management (4.8%) concentrated the lowest content count.

The curricula of all autonomous communities entail landscape-related content attrib-



**Fig. 5.** Landscape-related content in the primary education curricula (Source: author)

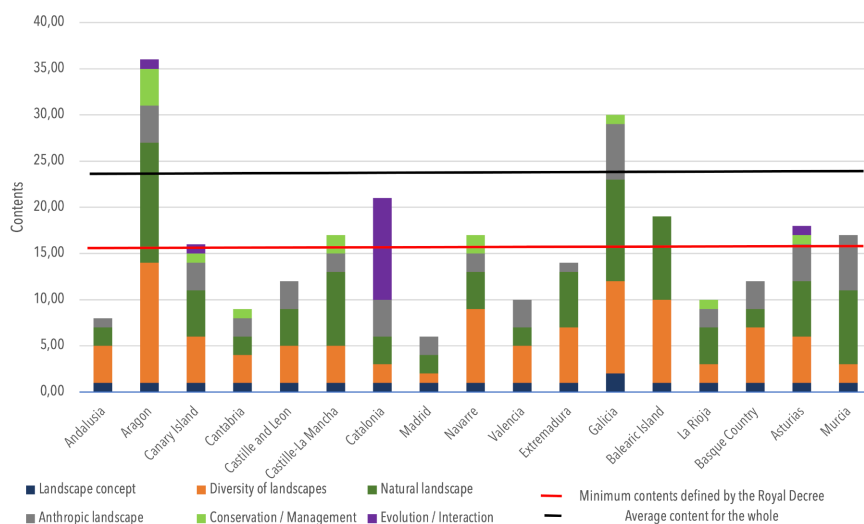
uted to the categories landscape concept, diversity of landscapes, and natural landscapes (see Fig. 6). Consequently, students across Spain are expected, by the end of primary education, to identify and understand the term landscape, explain its diversity, and have knowledge of the natural landscapes.

Regarding the category diversity of landscapes, the regional curricula of both Aragon and Galicia incorporated landscape-related content focused on the provincial or lower administrative scale. In the curricular document of Aragon, content prescribes each provincial landscape individually (Teruel: first and fourth grade; Huesca: second and fifth grade; Zaragoza: third and sixth grade) along with landscape content on the scale of the autonomous community, the country, and the European continent. The Galician curriculum emphasizes the local landscapes given their relevance to students' daily lives but also addresses landscapes at the regional, national, and European scale.

A total of eight autonomous communities (Aragon, Canary Islands, Cantabria, Castilla-La Mancha, Foral Community of Navarra, Galicia, La Rioja, and the Principality of Asturias) entailed landscape-related content attributed to the category landscape conservation and management. The curriculum for Aragon contains four landscape-related content elements, namely respect,

protection, and improvement of landscapes. In doing so, the curriculum not only refers to the protection of landscapes but it also incorporates aspects related to their management. These curricular prescriptions fall in line with ELC's Article 6 indicating that training must be provided from early age on to raise awareness of landscapes in the population so that individuals would encourage its conservation and management whenever required.

Four autonomous communities, namely Aragon, Canary Islands, Catalonia, and the Principality of Asturias included landscape-related content coded as part of the category evolution and interaction. With a count of eleven, Catalonia is the region that incorporated the highest number of content elements on landscape evolution and interaction. Focusing on the social and cultural environment, the Catalan curriculum dedicates special attention to the evolution of landscapes in third and fourth grade requiring students to apply the notions of change and continuity in landscapes. In doing so, Catalonia offers a greater sensitivity to the transformation of landscapes and how human beings impact the environment and modify landscapes. In consequence, the Catalan curriculum shifts its focus from the elements that make up landscapes to the relationship between each landscape's constituents.



**Fig. 6.** Landscape-related content in primary curricula by autonomous community according to the thematic categories (Source: author)

## 5. Landscape in Spanish Compulsory Secondary Education

The Spanish compulsory secondary education aims to allow students to acquire "[t]he basic elements of culture, especially its humanistic, artistic, scientific, and technological aspects; de-

velop and consolidate study and work habits; prepare them for subsequent studies and employment, and train them to exercise their rights and obligations as citizens" (BOE 2015, p. 176).

Spanish compulsory secondary education consists of two cycles of three and one year respectively. During the first cycle, Geography and History are part of the core subjects that students have to study for three years. During the second cycle, in the fourth year of compulsory secondary education, students have two options to choose from. On the one hand, students aspiring for a more academic training may opt for courses preparing them for upper secondary education. On the other hand, students more interested in vocational careers may elect courses initiating their vocational training. In both cases, Geography and History continue to be part of the core subjects.

### 5.1 Landscape in the Compulsory Secondary Education Basic Curriculum

Geography and History is the subject that primarily entails landscape as a content. During the first cycle of compulsory secondary education, the subject addresses the thematic blocks natural environment, human space, and history. In contrast, during the second cycle, Geography and History introduces ten thematic blocks on historical events from the seventeenth to the beginning of the twenty-first century. The thirteen thematic blocks of the two cycles contain a very shallow representation of landscapes that is limited to the first two blocks (natural environment and human space).

The thematic block natural environment addresses natural aspects of the territory:

"Natural environment: Spain, Europe, and the World: relief; hydrography; climate: elements and diversity of landscapes; bioclimatic zones; natural environment: areas and environmental problems" (BOE 2015, p. 298).

The first block, thus, presented the landscape starting from its diversity resulting from climatic variability at the national, European, and global scale. Overall, climatic and bioclimatic diversity remained at the forefront, while landscape definitions or structural matters of landscapes were missing from the curricular document, as shown in the standards:

"5.1 Locate on a map the large Spanish bioclimatic zones; 5.2 Analyze and compare the Spanish bioclimatic zones using graphics and images; 8.1 Classify and locate on a map the different types of European climates; 9.1 Distinguish and locate on a map the bioclimatic areas of our continent" (BOE 2015, p. 298).

The thematic block human space contains the following landscape-related content in its standards:

"5. Identify the main Spanish anthropic landscapes by autonomous communities; 3.1 Compare Spanish anthropic landscapes according to economic activities; 5.1 Classify the main Spanish anthropic landscapes using images" (BOE 2015, p. 299).

Despite the concept of landscape being absent from the curricular content, the standards entail anthropic landscapes. Consequently, the curricular document implicitly prescribes anthropic landscapes.

In sum, only 3.22 per cent of the 62 content elements constituting the 13 thematic blocks of the Spanish compulsory secondary education incorporated landscape-related content. This content is not only limited in quantitative terms but also narrow in thematic terms by keeping a focus on climate-based landscape diversity (physical aspects of landscapes) and by means of the types of anthropic landscapes.

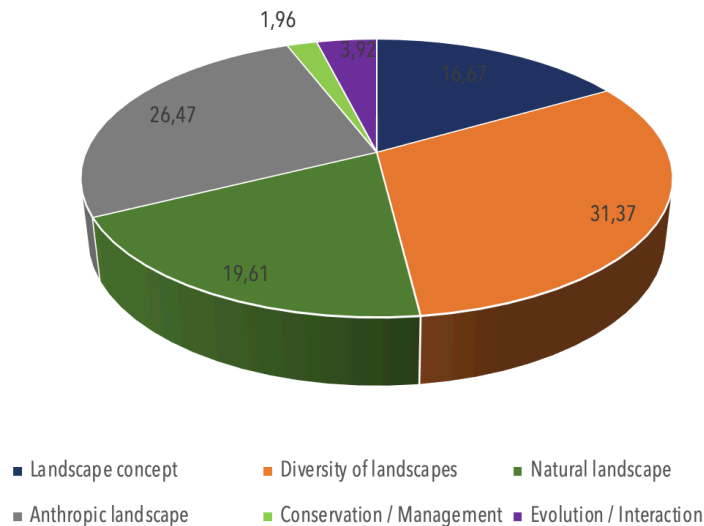
### 5.2 Landscape in the Regional Compulsory Secondary Curricula of the Autonomous Communities

Similar to primary education, the autonomous communities also developed their own curricular frameworks based on the national basic curriculum. The analysis of these documents shows that four communities, namely Canary Islands, Castilla-La Mancha, Catalonia, and the Community of Valencia increased the share of landscape-related content in their normative regulations (see Fig. 7). On average, documents contained six landscape-related content elements. In quantitative terms, Catalonia (11) added most landscape-related content. In contrast, Aragon (4), La Rioja (4), and Extremadura (4) were the most conservative communities.

In compulsory secondary education, landscape-related content is generally modest and focuses mostly on issues of landscape diversity and the natural and anthropic elements constituting the landscape (see Fig. 7 & Fig. 8). Content centered on landscape conservation and management (Catalonia) (see Fig. 9) and landscape evolution and interaction (Catalonia, Community of Valencia, Basque Country, and the Principality of Asturias) is minimal in quantitative terms. In sum, the content chooses landscape diversity and structure over landscape management.

Region	Landscape concept	Diversity of landscapes	Natural landscape	Anthropic landscape	Conservation/ Management	Evaluation/ Interaction	Total
Andalusia	1.00	2.00	2.00	1.00	0.00	0.00	<b>6.00</b>
Aragon	1.00	1.00	1.00	1.00	0.00	0.00	<b>4.00</b>
Canary Islands	1.00	3.00	3.00	2.00	0.00	0.00	<b>9.00</b>
Cantabria	1.00	2.00	1.00	1.00	0.00	0.00	<b>5.00</b>
Castille & Leon	1.00	2.00	1.00	2.00	0.00	0.00	<b>6.00</b>
Castille-La Mancha	1.00	3.00	1.00	3.00	0.00	0.00	<b>8.00</b>
Catalonia	1.00	4.00	1.00	2.00	2.00	1.00	<b>11.00</b>
Madrid	1.00	2.00	1.00	2.00	0.00	0.00	<b>6.00</b>
Navarre	1.00	2.00	1.00	1.00	0.00	0.00	<b>5.00</b>
Valencia	1.00	2.00	1.00	2.00	0.00	1.00	<b>7.00</b>
Extremadura	1.00	1.00	1.00	1.00	0.00	0.00	<b>4.00</b>
Galicia	1.00	1.00	1.00	2.00	0.00	0.00	<b>5.00</b>
Balearic Islands	1.00	2.00	1.00	2.00	0.00	0.00	<b>6.00</b>
La Rioja	1.00	1.00	1.00	1.00	0.00	0.00	<b>4.00</b>
Basque Country	1.00	1.00	1.00	1.00	0.00	1.00	<b>5.00</b>
Asturias	1.00	2.00	1.00	1.00	0.00	1.00	<b>6.00</b>
Murcia	1.00	1.00	1.00	2.00	0.00	0.00	<b>5.00</b>
<b>Total</b>	<b>17.00</b>	<b>32.00</b>	<b>20.00</b>	<b>27.00</b>	<b>2.00</b>	<b>4.00</b>	<b>102.00</b>

**Fig. 7.** Landscape-related content in compulsory secondary curricula by autonomous community and content category (Source: author)



**Fig. 8.** Landscape-related content in compulsory secondary curricula (Source: author)

Overall, despite the many differences between the autonomous communities, their most distinguished differences originate from the thematic emphasis they set in landscape-related content. A group of communities added landscape-related content on landscape evolution. Catalonia, the Community of Valencia, the Basque Country, and the Principality of Asturias complemented landscape evolution by emphasizing the interaction between the natural and anthropic elements constituting landscapes. Moreover, Catalonia also expanded the national basic curriculum by adding content on landscape management and conservation:

“Characterization of different landscapes, with special attention on Catalan, Spanish, and European territories, analyzing and

describing the natural and human elements that characterize them, tracing their change, and assessing the need to protect them” (DEPARTMENT OF EDUCATION OF THE GOVERNMENT OF CATALONIA 2015, p. 118).

The Catalan curricular document stresses the significant impact humans have on landscapes not only contributing to their uniqueness but also as a force able to irreversibly change landscapes. Catalonia is also the only autonomous community that added landscape management and conservation to its curriculum. For the country as a whole, compulsory secondary education conveys considerable relevance to the human impact on the environment and on landscapes.

## 6. Landscape-related Content in Light of the ELC

There is a coherent transition between primary and compulsory secondary education concerning the landscape-related content. While primary education mainly focuses on natural landscapes, it is the anthropic landscape that dominates the complementary secondary education. The basic curriculum for primary education entails a total of two sets of content elements dedicated to the influence of relief and hydrography on landscapes. As for compulsory secondary education, the two content elements are physical aspects of landscapes and the human configuration of landscapes.

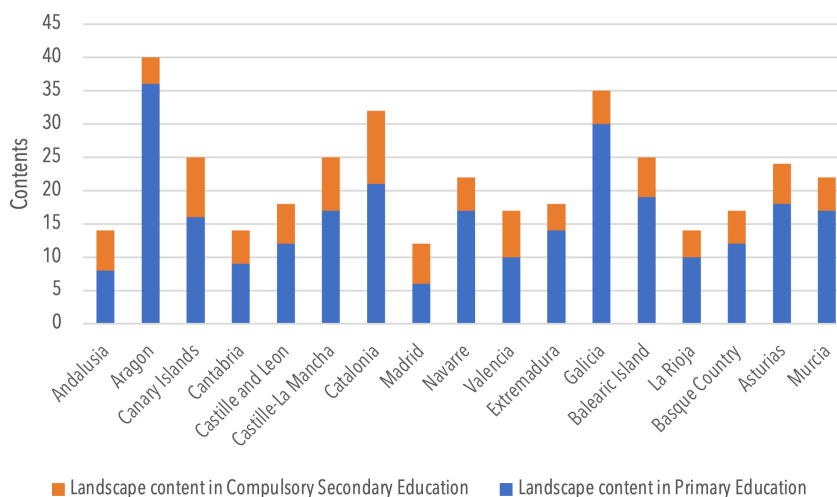
The autonomous communities exhibit a variability both in the number and focus of landscape-related content. Despite their common ground, namely the national basic curriculum, the autonomous communities exhibit different approaches to the concept of landscape. For example, Aragon's primary curriculum entailed 36 content elements while the Community of Madrid only added six elements (see Fig. 10). Despite all these differences, the transition between primary and compulsory secondary education is smooth. Thereby, the national basic curriculum already establishes a transition from the natural to the anthropic in the landscape configuration.

Comparing the two education levels shows that the greatest differences lie in the amount of landscape-related content. While in primary education the landscape-related content of the autonomous communities totaled 272, in compulsory secondary education it merely reached

a count of 102 (see Fig. 10). The quantitative dimension alone, however, should not represent a matter of concern as compulsory secondary education broadens students' knowledge of landscapes based on human-environment interactions. In addition, content on the physical attributes of landscapes reactivates previous knowledge and secures progression.

Having concluded that curricular documents emphasize the natural dynamics of landscapes, the next steps consists of juxtaposing the findings with the content of the ELC. The ELC puts great emphasis on human-environment interaction in the process of landscape configuration. Thereby, the ELC aims to ensure that citizens are able to acquire a new landscape culture (CALCAGNO 2017). The Spanish primary and compulsory secondary education entails content on both natural and anthropic landscapes. Although natural and anthropic landscapes appear as separate content elements, the educational standards require students to understand the diversity of landscapes resulting from the interplay of natural and anthropic elements. Therefore, the requirements on educational and training processes formulated in the ELC are met in the two national basic curricula.

The curricular documents of the Spanish autonomous communities are more diverse. For example, while some communities emphasize the interpretation of natural and human landscapes, others stress landscape management and conservation. In primary educa-



**Fig. 10.** Landscape-related content in primary and compulsory secondary curricula by autonomous community (Source: author)

tion, eight autonomous communities prescribe content on landscape management and conservation. The remaining nine communities leave these aspects unconsidered both in primary and compulsory secondary education. Catalonia represents the only exception as it addresses landscape management and conservation at secondary level. Therefore, autonomous communities paint a heterogeneous image concerning the representation of landscapes, given that only half of the 16 communities incorporate some content on landscape management in one of the two mandatory educational stages. Considering both educational levels jointly, four autonomous communities, namely Aragon, Canary Islands, Catalonia, and the Principality of Asturias are fully in line with the ELC (see Fig. 11).

In the light of these results (see Fig. 11), the next step takes a closer look at the curricular

documents of the four autonomous communities whose landscape-related contents are fully in line with the ELC.

Aragon introduces content on landscape conservation and management in primary education along with interaction and evolution. In contrast, the curricular documents for compulsory secondary education are lacking any explicit references to the former two categories. While primary education offers students a first insight into landscape conservation, compulsory secondary education fails to secure the required continuity to promote landscape awareness and contribute to conservation and management.

Similar to Aragon, the curricular documents of the Canary Islands and the Principality of Asturias also entail at least one content for each of the major axes outlined in the ELC. However, the mentioning of landscapes re-

Autonomous community	Complies with ELC in Primary Education	Complies with ELC in Compulsory Secondary Education	The sum of the two stages complies with ELC	Critical assessment
Aragon	C	P	C	Although it proposes a set of contents that cover the main aspects of the ELC, it makes special mention of those that have to do with landscape management and conservation.
Canary Islands	C	P	P	It proposes at least one content for each of ELC'S major axes, although it does so in a very brief way, specifically on issues related to management and conservation and to interaction and evolution.
Asturias	P	P	C	
Catalonia	P	C	C	Between the two stages, Catalonia offers content to cover the postulates emanating from the ELC, placing special emphasis on the interaction of factors both in the configuration of the landscape and in its evolution.
Valencia	P	P	P	Explicit content focused on landscape management and conservation is missing.
Cantabria	P	P	P	Explicit content focused on landscape evolution is missing.
Castille-La Mancha	P	P	P	
Navarre	P	P	P	
Galicia	P	P	P	
La Rioja	P	P	P	
Andalusia	P	P	P	Explicit content focused on landscape conservation and development is missing.
Castille & Leon	P	P	P	
Madrid	P	P	P	
Extremadura	P	P	P	
Balearic Islands	P	P	P	
Basque Country	P	P	P	
Murcia	P	P	P	
Spain	P	P	P	The basic curricular documents for Primary and Compulsory Secondary Education do not entail content corresponding to ELC. They focus on the definition and diversity of landscapes and on the classification of landscapes according to their most relevant element (natural or anthropic), but not on such important aspects as landscape conservation, management, and evolution.

**Fig. 11.** Landscape-related content and in light of ELC's recommendations (P = partially, C = completely) (Source: author)



mains very superficial, since they only address content pertaining to the categories management and conservation and evolutionary interaction. Another common feature of the two autonomous communities is the rupture between primary and compulsory secondary education concerning landscape-related content. The degree of detailedness these landscape-related content elements receive in classrooms cannot be determined only based on curricular documents. Classroom studies and textbook analysis may offer further details on how landscape is taught in the classrooms of the autonomous communities.

Primary education in Catalonia is committed to content on the interaction of landscape elements (natural and anthropic), their impact on landscape configuration, and their repercussions on landscape evolution. Approaching the content in such a manner secures a holistic per-

spective on landscapes during the learning process. It also encourages students to understand, from the very beginning, that landscapes are not only natural, but also the result of human impact of various types. In doing so, the Catalan primary curriculum avoids naturalizing the landscape. In contrast, the Catalan compulsory secondary education emphasizes landscape management and conservation. However, secondary education builds on the knowledge acquired during primary education on landscapes and can make a good case why landscapes require management for their conservation. From a didactic point of view, this may be the most appropriate approach, since it moves from the identification and characterization of landscape types to their management. As CALCAGNO (2017) argues, encouraging awareness for management requires knowledge of what is to be managed.

## 7. Discussion and Conclusions

Landscapes belong to the traditional content of Geography as a school subject in Spain (BUSQUETS 2011; CAPEL & URTEAGA 1986). Over the decades, landscapes morphed from a supporting tool of the teaching-learning process into content of primary and compulsory secondary education. According to MARTÍNEZ and ARREBOLA (2016), the concept of landscape constitutes one of the constants of Geography as a school subject across the decades. Over time, the landscape lost its educational value for Geography, as exemplified by its role during field-trips aimed at exploring geographical knowledge in the field and slowly morphed into content (MARTÍNEZ & ARREBOLA 2016). Nevertheless, BUSQUETS (2011) argues that despite its inclusion as mere content, the concept of landscape continues to serve as a frequent pedagogical resource. As an educational resource, the concept of landscape experiences the influence of modern technology and new educational paradigms. As FERNÁNDEZ (2019b) points out, the use of information and communication technology has greatly shaped the way landscape is taught.

The concept of landscape is one of the defining content elements of school Geography. At the national level, the basic curriculum for both primary and compulsory

secondary education entails landscapes as content securing a certain continuity between the two educational levels. While primary education mainly focuses on natural landscapes, compulsory secondary education gives priority to anthropic aspects. Nevertheless, the curricular documents for both levels exhibit close ties to the ELC, in particular regarding landscape structure and the impact of natural and human factors on different landscapes.

Featuring landscape-related content often serves as an introduction of other geographical content. SUSQUETS (1993) clarifies that topics, such as climate, are preceded in curricular documents by landscape-related content aimed to facilitate their introduction. Other frequent content elements following this pattern are climatic landscapes, such as the Spanish Atlantic landscapes, that prepare the discussion of physical and human spatial entities. While such inclusion of landscape-related content increases the share of landscapes in the overall content, their main aim is to assist students in the analysis of spatial structures (CAPEL 1984) instead of setting the emphasis on landscape as independent content. Landscape thus becomes a transversal concept in the teaching and learning of Geography.

The curricular documents for the Spanish autonomous communities exhibit a similar trend. The documents share the overall shift from natural landscapes in primary education to anthropic aspects in compulsory secondary education. Nevertheless, the second cycle of secondary education also entails a considerable share of both physical and natural representations of landscapes.

In primary education, there is a considerable amplitude between Aragon counting 36 landscape-related content elements and the Community of Madrid achieving merely six elements. Along with quantitative differences, a set of qualitative particularities characterize the individual autonomous communities. While some communities mainly focus on landscape diversity and natural landscapes, others also add landscape conservation and management as well as the evolution and interaction of natural and anthropic elements leading to various landscapes. Seven autonomous communities, namely Aragon, Canary Islands, Castilla-La Mancha, Catalonia, the Foral Community of Navarra, Galicia, La Rioja, and the Principality of Asturias incorporated content aimed at landscape conservation and management.

In contrast, compulsory secondary education showed fewer differences between the autonomous communities. Overall, almost all curricula entail the same quantity of content. Moreover, content is very similar across the communities. Catalonia is the only autonomous community that prescribes content focused on landscape management and conservation, and, together with the Valencian Community, the Basque Country, and the Principality of Asturias, content on landscape evolution. Overall, the share of content that addresses landscape evolution, conservation, and management, increases. For example, Galicia offers, starting with the school year 2015/16, an elective for the first and second

year of compulsory secondary education called *Landscape and Sustainability* that grant higher flexibility for the implementation of national normative prescriptions (RIVEIRO-RODRÍGUEZ, DOMÍNGUEZ-ALMANSA & LÓPEZ-FACAL 2020). Moreover, the elective subject relies heavily on the ELC.

The content of regional curricular documents reflects the ELC's recommendations. The curricular framework prescribes a series of content elements that facilitate future citizens to progressively acquire competencies that allow them, in addition to defining the landscape and explaining its structure, to develop values and attitudes for its management and conservation. Thus, the population acquires knowledge on how to interpret landscapes beginning with the early stages of primary education. Nevertheless, the autonomous communities implemented the recommendations of the ELC to a different extent, as highlighted by the different approaches to dealing with landscape management and conservation. Although there is a certain degree of consistency with the ELC, national curricular documents should prescribe landscape-related content in line with the ELC as part of the basic curriculum.

This paper constitutes the first step of a larger research endeavor. Its emphasis was on the analysis of the types of content featured in Spanish curricular documents (i.e., mandatory content for both primary and compulsory secondary education) in light of the prescription included in the ELC. Based on the mandatory content elements, a future research agenda might consider two aspects. On the one hand, comparative research on the curricular documents in place in ELC's ratifiers could offer insight into the ways landscape-related content is considered across the educational levels and in light of ELC's prescriptions. On the other hand, prescribed curricular content could be compared with textbook content and classroom activities addressing landscape-related content.

## References

BOLETÍN OFICIAL DE ARAGÓN (2014). *Orden de 16 de junio de 2014, de la Consejería de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la*

*Comunidad Autónoma de Aragón.*  
Zaragoza: Gobierno de Aragón.

BOLETÍN OFICIAL DEL ESTADO (1970). *Orden de 2 de diciembre de 1970 por la que se aprueban las orientaciones pedagógicas para la Educación General Básica.* Madrid: Gobierno de España.

- BOLETÍN OFICIAL DEL ESTADO (1991). *Real Decreto 1006/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Primaria*. Madrid: Gobierno de España.
- BOLETÍN OFICIAL DEL ESTADO (2014). *Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria*. Madrid: Gobierno de España.
- BOLETÍN OFICIAL DEL ESTADO (2015). *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*. Madrid: Gobierno de España.
- BUSQUETS, J. (2011). La importància de l'educació en paisatge. In J. NOGUÉ, L. PUIBERT, G. BRETCHA & Á. LOSANTOS (eds.), *Paisatge i educació* (pp. 60-88). Olot: Observatori del Paisatge.
- BUZO, I. (2013). Posición de los contenidos geográficos en la reforma educativa. In R. DE MIGUEL, M. L. DE LÁZARO & M. J. MARRÓN (eds.), *Innovación en la enseñanza de la Geografía ante los desafíos sociales y territoriales* (pp. 105-120). Zaragoza: Asociación de Geógrafos Españoles.
- CALCAGNO, A. (2017). Landscape and Education. In M. DEJEANT-PONS (ed.), *Landscape Dimensions. Reflections and Proposals for the Implementation of European Landscape Convention* (pp. 55-119). Strasbourg: Council of Europe Publishing.
- CAPEL, H. (1984). *Geografía humana y ciencias sociales. Una perspectiva histórica*. Barcelona: Montesinos.
- CAPEL, H., LUIS, A., & URTEAGA, L. (1984). La Geografía ante la reforma educativa. *Geocrítica. Cuadernos Críticos de Geografía Humana*, 53, pp. 1-40.
- CAPEL, H., & URTEAGA, L. (1986). La Geografía en el currículum de Ciencias Sociales. *Geocrítica. Cuadernos Críticos de Geografía Humana*, 61, pp. 5-32.
- CORNWALL, A. (2002). Locating Citizen Participation. *Institute of Development Studies Bulletin*, 33, pp. 9-19.
- COUNCIL OF EUROPE (2000). *Convenio Europeo del Paisaje*. Strasbourg: Council of Europe Publishing.
- DEJEANT-PONS, M. (2017). *Presentation of the European Landscape Convention of the Council of Europe*. Strasbourg: Council of Europe.
- DE MIGUEL, R. (2012). Análisis comparativo del currículum de Geografía en Educación Secundaria: revisión y propuestas didácticas. In R. DE MIGUEL, M. L. DE LÁZARO & M. J. MARRÓN (eds.), *Innovación en la enseñanza de la Geografía ante los desafíos sociales y territoriales* (pp. 105-120). Zaragoza: Asociación de Geógrafos Españoles.
- DE MIGUEL, R. (2014). Ciencias Sociales y Didáctica de la Geografía en el currículum de Educación Primaria de la LOMCE. In R. MARTÍNEZ & E. M. TONDA (eds.), *Nuevas perspectivas conceptuales y metodológicas para la educación geográfica* (pp. 345-363). Córdoba: Asociación de Geógrafos Españoles.
- DE MIGUEL, R. (2016). Geografía y currículum escolar en la ESO y el Bachillerato: historia de un desencuentro. In R. SEBASTIÁ & E. M. TONDA (eds.), *La investigación e innovación en la enseñanza de la Geografía* (pp. 57-70). Alicante: Servicio de Publicaciones de la Universidad de Alicante.
- DEPARTAMENTO DE EDUCACIÓN DE LA GENERALITAT DE CATALUÑA (2015). *Currículo de Educación Secundaria Obligatoria*. Barcelona: Servicio de Comunicación, Difusión y Publicaciones.
- ESCOLANO, A. (2002). *La educación en la España contemporánea. Políticas educativas, escolarización y culturas pedagógicas*. Madrid: Biblioteca Nueva.
- FERNÁNDEZ, R. (2015). La aplicación de Landscape Character Assessment a los espacios de montaña media: el paisaje del macizo de Las Villuercas. *Ciudad y Territorio. Estudios Territoriales*, 185, pp. 499-518.
- FERNÁNDEZ, R. (2019a). [La enseñanza del paisaje desde una concepción constructivista: propuesta didáctica](#). *Dedica. Revista de Educação e Humanidades*, 15, pp. 135-159.
- FERNÁNDEZ, R. (2019b). La Realidad Aumentada en la enseñanza de la Geografía: el paisaje. In X. C. MACÍA, F. X. ARMAS & F. RODRÍGUEZ (eds.), *La reconfiguración del medio rural en la sociedad de la información. Nuevos desafíos en la educación geográfica* (pp. 673-685). Santiago de Compostela: Andavira Editora.
- FERNÁNDEZ, S. (2008). Participación pública, gobierno del territorio y paisaje en la

- Comunidad de Madrid. *Boletín de la Asociación de Geógrafos Españoles*, 46, pp. 97-119.
- GARCÍA, C. R. (2008). El currículo de Ciencias Sociales en Educación Primaria. In R. M. ÁVILA, A. CRUZ & M. C. DíEZ (eds.), *Didáctica de las Ciencias Sociales, Currículo Escolar y Formación del Profesorado. La didáctica de en los nuevos planes de estudio* (pp. 313-327). Jaén: Asociación Universitaria del Profesorado de Didáctica de las Ciencias Sociales.
- GUTIÁN, C (1999). Disciplinarietà, Transdisciplinarietà e Integración en el curriculum: aportaciones desde la didáctica de las Ciencias Sociales. La Geografía. In T. GARCÍA (ed.), *Un Curriculum de Ciencias Sociales para el siglo XXI. Qué contenidos y para qué* (pp. 69-75). Logroño: Díada Editora.
- LICERAS, A. (2003). *Observar e interpretar el paisaje. Estrategias didácticas*. Granada: Grupo Editorial Universitario.
- MARTÍNEZ, R., & ARREBOLA, J. C. (2016). [La enseñanza del paisaje en España. Una mirada a través de los manuales escolares de Ciencias Sociales](#). *Contexto y Educação*, 99, pp. 9-33.
- MARTÍNEZ DE PISÓN, E. (2007). Reflexión geográfica sobre los paisajes y los Parques Nacionales. Una mirada al futuro. In E. MARTÍNEZ DE PISÓN & N. ORTEGA (eds.), *La conservación del paisaje en los Parques Nacionales* (pp. 9-36). Madrid: Fundación Duques de Soria.
- MARTÍNEZ DE PISÓN, E. (2008). La recuperación del paisaje. Una mirada al proceso de retorno desde la geografía española. In E. MARTÍNEZ DE PISÓN & N. ORTEGA (eds.), *La recuperación del paisaje* (pp. 9-40). Madrid: Fundación Duques de Soria.
- MASSOT, I., DORIO, I., & SABARIEGO, M. (2004). Estrategias de recogida y análisis de la información. In R. BISQUERRA (ed.), *Metodología de la investigación educativa* (pp. 321-358). Madrid: Editorial La Muralla.
- MATA, R. (2004). Agricultura, paisaje y gestión del territorio. *Polígonos, Revista de Geografía*, 14, pp. 97-137.
- MATA, R. (2006). Métodos de estudio del paisaje e instrumentos para su gestión. Consideraciones a partir de experiencias de planificación territorial. In R. MATA & A. TARROJA (eds.), *El paisaje y la gestión del territorio. Criterios paisajísticos en la ordenación del territorio y el urbanismo* (pp. 199-239). Barcelona: Diputación de Barcelona y Universalidad Internacional Menéndez Pelayo.
- MONTERO, A. (2009). La ley de Instrucción Pública (Ley Moyano, 1957). *Cabás: Revista del Centro de Recursos, Interpretación y Estudios en materia educativa (CRIME)*, 1, pp. 105-127.
- MOYA, J., & LUEGO, F. (2010). La concreción curricular de las competencias básicas: un modelo adaptativo e integrado. *Participación educativa*, 15, pp. 127-141.
- MUÑOZ, A. (2008). La política de paisaje en la Comunitat Valenciana. *Cuadernos Geográficos*, 43, pp. 99-121.
- NOGUÉ, J. (2006). La producción social y cultural del paisaje. In R. MATA & A. TARROJA (eds.), *El paisaje y la gestión del territorio. Criterios paisajísticos en la ordenación del territorio y el urbanismo* (pp. 135-142). Barcelona: Diputación de Barcelona y Universalidad Internacional Menéndez Pelayo.
- NOGUÉ, J., PUIGBERT, L., SALA, P., & BRETCHA, G. (2010). *Landscape and Public Participation. The Experience of the Landscape Catalogues of Catalonia*. Barcelona: Observatorio del Paisaje de Cataluña.
- OLIVA, J., & ISO, A. (2014). Diseños metodológicos para la planificación participativa del paisaje. *Empiria. Revista de Metodología de Ciencias Sociales*, 27, pp. 95-120.
- ORTEGA DELGADO, M. (2007). El Convenio Europeo del Paisaje: claves para un compromiso. *Ambienta*, 63, pp. 18-26.
- ORTEGA, N. (2007). El significado cultural del Parque Nacional de Guadarrama. In E. MARTÍNEZ DE PISÓN & N. ORTEGA (eds.), *La conservación del paisaje en los Parques Nacionales* (pp. 65-97). Madrid: Fundación Duques de Soria.
- ORTEGA, N. (2008). Visiones históricas del paisaje. Entre la ciencia y el sentimiento. In E. MARTÍNEZ DE PISÓN & N. ORTEGA (eds.), *La recuperación del paisaje* (pp. 41-64). Madrid: Fundación Duques de Soria.
- PÉREZ, R., GALÁN, A., & QUINTANAL, J. (2012). *Métodos y diseños de investigación en educación*. Madrid: Universidad Nacional de Educación a Distancia.

- PÉREZ-DÍAZ, V., & RODRÍGUEZ, J. C. (2003). *La educación general en España*. Madrid: Fundación Santillana.
- RIVEIRO-RODRÍGUEZ, T., DOMÍNGUEZ-ALMANSA, A., & LÓPEZ-FECAL, R. (2020). Representaciones del profesorado acerca de la enseñanza-aprendizaje de la asignatura "Paisaje y sostenibilidad" en aulas de secundaria en Galicia, España. *Revista Electrónica Educare*, 24, pp. 1-23.
- SANZ, C. (2000). El paisaje como recurso. In E. MARTÍNEZ DE PISÓN (ed.), *Estudios sobre el paisaje* (pp. 281-291). Madrid: Fundación Duques de Soria & Universidad Complutense de Madrid.
- SERRANO, D. (2007). Paisajes y políticas públicas. *Investigaciones Geográficas*, 42, pp. 109-123.
- SOUTO, X. M. (2014). [Formación del profesorado y didácticas específicas en la educación básica](#). *Revista electrónica Interuniversitaria de Formación del Profesorado*, 17, pp. 33-56.
- SOUTO, X. M. (2018). [La Geografía escolar: deseos institucionales y vivencias de aula](#). *Boletín de la Asociación de Geógrafos Españoles*, 79, pp. 1-31.
- SUSQUETS, J. (1993). La lectura e interpretación del paisaje en la enseñanza obligatoria. Bases para la secuenciación de objetivos y contenidos en el segundo ciclo de Educación Primaria. *Revista Aula de Innovación Educativa*, 19, pp. 42-45.
- ZOIDO, F. (2000). El paisaje, ideas para la actuación. In E. MARTÍNEZ DE PISÓN (ed.), *Estudios sobre el paisaje* (pp. 293-311). Madrid: Fundación Duques de Soria y Universidad Complutense de Madrid.
- ZOIDO, F. (2004). El paisaje, patrimonio público y recurso para la mejora de la democracia. *Boletín del Instituto Andaluz del Patrimonio Histórico*, 50, pp. 66-73.